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ABSTRACT

Volume I of a two-volume report evaluates the model and subsequent series of conferences on "New Directions in the Humanities" (a series of regional conferences designed to disseminate information on successful NEH-supported curricular programs). Conferences were held in regions that had not been particularly active or successful in submitting or receiving NEH grants: San Antonio, St. Petersburg, and Minneapolis. At each conference 10 curricular programs were described by two faculty members from that program. Approximately 20 institutions participated in each conference. One element of each conference was an institutional definition of an important humanities-related educational problem. The structure of the conference is discussed including the stages (preparation, engagement, distillation, planning, and implementation). The purposes, design, philosophy, and methods of data collection, analysis, and reporting are described, as well as the rate of response and its influence on the evaluation. A summary assessment of the conference series revealed that it was an unusually valuable experience for the participants, that it was an effective tool for disseminating project information and encouraging its utilization. It was concluded that the model could be readily adopted or adapted to different knowledge dissemination and utilization situations. Data collection instruments, such as the pre-conference participant interview and the post-conference faculty immediate follow-up questionnaire, are appended. (PHR)

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"NEW DIRECTIONS IN THE HUMANITIES"

An Evaluation

of the

Conference Model and Series

Volume I

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INTRODUCTION

In June, 1976, the National Endowment for the Humanities (NEH) funded a proposal by the American Association for Higher Education (AAHE) for a series of regional conferences collectively entitled "New Directions in the Humanities." This conference series sought to disseminate information on a large but select number of NEH-funded humanities education projects which had been deemed successful. At each regional conference institutional teams built on the experiences of these successful projects to construct a plan for strengthening education in the humanities on their own campuses. This regional conference model was a departure from the traditional national conference in that each week-long regional conference was designed to promote the utilization of what had been learned at the conference.

After soliciting evaluation proposals from various individuals and organizations, AAHE selected Formative Evaluation Research Associates (FERA, Inc.) of Ann Arbor, Michigan, to evaluate this conference series. The purposes of the evaluation were to (1) improve the conference series by building evaluative information from previous conferences into succeeding ones, (2) carefully document the results of the conferences, and (3) explain why this conference series was either effective or ineffective for disseminating information. Transferability of the model was also of interest. The evaluation process was to be an integral part of the development of each conference. The evaluator was independent, insuring the objectivity necessary to assure an impartial evaluation of the conference series and this model.

This two volume report is the culmination of FERA's evaluation of the "New Directions in the Humanities" regional conference series. Volume I is the more general document. It describes the conference series (see Chapter I), presents the research design used for the evaluation (Chapter II), analyzes the conference as a model for disseminating humanities education information, and lastly, offers information on the short- and long-term effectiveness of the conference series (Chapter III). Transferability of the model and recommendations for improvements are also discussed (Chapter III). Volume II contains detailed evaluative case studies of the San Antonio, St. Petersberg, and Minneapolis regional conferences. From the detail of Volume II was built the more general treatment presented in Volume I.

CHAPTER I

THE CONFERENCE SERIES: A GENERAL DESCRIPTION

Through a series of three week-long conferences, the National Endowment for the Humanities (NEH) chose to disseminate information on NEH-supported curricular programs which it viewed as successful. Conferences were held in regions which had not been particularly active or successful in submitting or receiving NEH grants. San Antonio, St. Petersberg, and Minneapolis were chosen as conference sites; and while institutions from other regions were not excluded, participation was relatively confined to the south central, north central, and south eastern sections of the United States.

At each conference ten curricular programs were described by two faculty members from that program. Approximately twenty institutions participated in each conference by sending three-person teams. Approximately one hundred individuals were involved in each conference as participants, faculty, staff, or special guests. Hotel or motel facilities were used as conference sites. The San Antonio conference was held in January, the St. Petersberg conference in March, and the Minneapolis conference in May.

The conferences combined special elements which were thought to make them powerful vehicles for disseminating information and encouraging its utilization. These elements included:

1. institutional definition of an important humanities-related educational problem;

2. institutional identification of a three-person institutional team to work on the defined problem;

3. NEH/AAHE selection of institutions to participate;

4. a faculty role which combined presentation of a successful project and consulting with an institutional team for the entire week;

5. a conference format including project presentations, time for teams to work together, and time for individuals with like interests to link together for topical discussions;

6. faculty follow-up to support team progress;

7. and payment of room, board, and travel expenses for each team member.

Structure of the Conference

Key principles and elements which linked dissemination to institutional utilization were part of this conference series. The structure of each conference was divided into preconference, conference, and postconference elements. These elements incorporated knowledge utilization and dissemination principles, and when taken together, they represent a coherent form for each conference.

Preconference elements include a selection system for both faculty and institutional participants. Institutions were selected on the basis of a curricular problem on which they wanted a three-person team of administrators and faculty to work during the conference. More institutions applied for the conference series than could be accepted. Of the 60 institutional applicants for the San Antonio conference 24 were chosen; for St. Petersberg, 21 of 112; and for Minneapolis, 20 of 73. Several criteria were used to select the institutions which ultimately attended each conference. Initial screening factors included a positive relationship between the institutional problem and improved teaching in the humanities, previous work accomplished, a good possibility for institutional change, the power of the team to effect change, an institutional commitment to follow-up their team's recommendations regarding the problem, and finally, the relevance of the conference to the institution's need. Additional selection criteria included the desire to select a mix of institutions and to spread participation over the entire region designated for the conference. The selection process did produce a diverse group of institutions for each regional conference. It also produced a series of institutional teams that were in a position to influence the teaching of the humanities.

Conference faculty were selected because of the quality and type of NEH curricular innovation they created and/or implemented and their ability to serve as both presenters and consultants. Faculty preparation for the conference included a planning session one month in advance of the conference at the conference site. Following this discussion of conference purposes and activities, material was mailed to faculty, and a day-long session was held immediately prior to the conference. Team members received mailings from AAHE and had a conversation with an AAHE staff member who gathered basic biographical information for an annotated conference directory distributed at the conference.

Faculty members were paid a minimal daily consulting fee plus expenses. Institutional participants were paid expenses for travel, room, and board. As part of the evaluation design, institutional teams were contacted before the conference to gather information on their expectations, the nature of their institutional problem, and pre-conference activities.

Conference elements included four types of activity spread throughout the day in one-and-a-half or two hour blocks. Formal programs began at 8:30 a.m. and ended at 9:00 p.m. The types of activities were critical for the success of the overall conference design. Project sessions were devoted to NEH project developers explaining key elements of their projects and answering participants' questions. Free time after lunch was used for relaxation, sightseeing, or work. Team time allowed team members and a faculty consultant to exchange information and focus on the problem that brought the team to the conference. Linking and Plenary sessions were used for special interests such as "Humanities and the Adult Student" or general interests such as "NEH Philosophy and Guidelines."

The daily "semi-routine" was punctuated by a nice morning coffee break, afternoon tea, and evening sherry. These informal breaks parted the day in comfortable ways, holding participants together and facilitating a myriad of contacts. NEH representatives were present throughout the conference to describe the Endowment's purposes and to work with specific institutions on ideas they had for strengthening the humanities. As a group the conference spent a social evening together dining outside the hotel, enjoying some local attraction, and taking conversations about the humanities wherever they may lead. Participants enjoyed a Texas barbeque and wayside inn in San Antonio, a dinner cruise on Tampa Bay in St. Petersberg, and a symphony concert in Minneapolis.

During the entire week evaluation was intermingled with the conference structure. Through interviews, participant journals, a mid-conference questionnaire, and observation, the evaluators gained a thorough perspective on the conference's strengths, weaknesses, and accomplishments.

Postconference elements included three follow-up phone calls between the team consultant and team members. The calls were meant to offer support and advice on postconference activities in the institutional setting and to note the progress that the institution had made subsequent to the conference. Postconference evaluation activities included a questionnaire completed by faculty and participants immediately upon their return home, and follow-up interviews after the conference.

Stages of each Conference

Teams and faculty consultants seemed to pass through five fairly distinct stages. Preparation was the stage prior to the conference. It began with the application process which demanded the definition of an institutional problem and ended with the team's preparation for attendance. Engagement best described activity in the first and second days of the conference. Participants spent these days eagerly learning about NEH projects, their consultant, and the other institutions attending the conferences. Formal sessions, meals, and breaks were all used for this general purpose. Distillation characterized that mid-conference period when teams considered their many new ideas in the context of their institution's needs and concerns. Planning was emphasized the last day or two as teams translated many possible alternatives into workable plans. Implementation described "back home" activities which flowed from the plans, ideas, or contacts resulting from the conference. Overall, the conference was a problem solving process starting before the institution applied to participate and which persisted throughout all stages of the conference.

Institutional teams progressed through these stages at different rates and with varying degrees of success. This was influenced among other things by the nature of the institutional problem, the team's prior work, their ability to work together, their consultant, the general resources of the conference, the success of their informal contacts, and their use of unprogrammed time. The conference gained momentum over the course of the week with some teams peaking shortly before Friday, with others fully utilizing each available moment through the last day.

Context for the Conferences

The "New Directions in the Humanities" conference series was held at a time when many humanities programs were struggling with their identities, when enrollments in many institutions and in many humanities courses were unsteady or falling, and when humanities educators were struggling to relate their disciplines to professional and career education. For many professors and many institutions, the vitality of the humanities was being challenged. Revitalization was and still is a serious concern.

The National Endowment for the Humanities is the primary benefactor of humanistic education in the country. As a result, NEH can identify an unusual array of resources to enrich con-

ferences. Moreover, NEH is regarded by many as a national symbol for the value of humanities education, and as one among all too few sources of external funds for change in humanities education. Thus, these two factors, real institutional concern for the humanities and conference sponsorship by NEH, combined to create an atmosphere and energy for accomplishment.

CHAPTER II

THE EVALUATION RESEARCH APPROACH

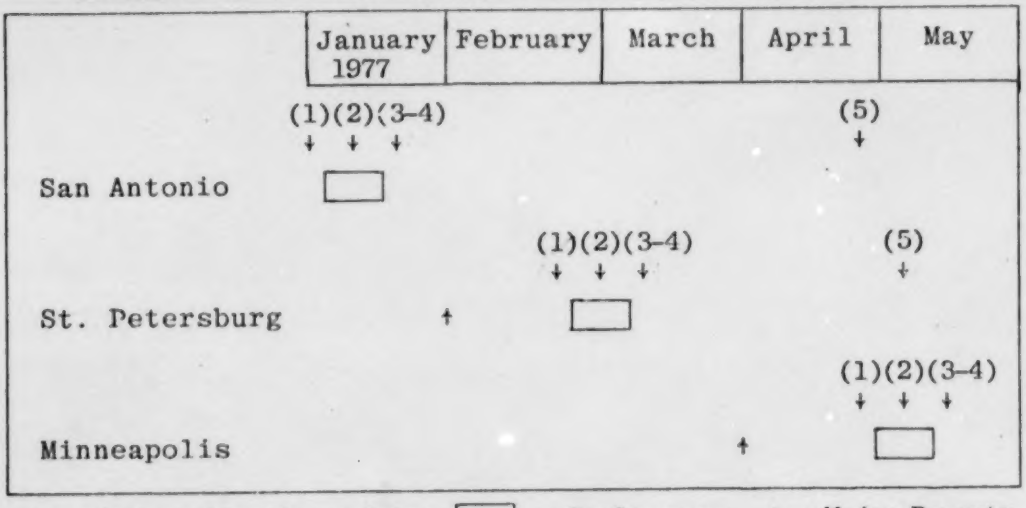
Purposes of the Evaluation

FERA was contracted for three purposes: (1) to carefully document the results of the conference including participants' reactions to the conference; (2) to determine whether the conference was or was not effective at disseminating humanities education information and to determine the reasons for the success or lack thereof; and (3) to improve the conference series by building evaluative information from the initial conference into the planning for the second conference in the series, and subsequently by building information from the second conference into the planning for the third conference in the series. Thus, formative evaluation was desired so that each successive conference could be improved. Evaluation was viewed as an ongoing, interactive, and integral part of the conference process.

Design and Chronology of the Evaluation

Figure 1 provides an overview of the design and chronology. The approach involved: (1) a pre-conference evaluation of participant characteristics, expectations, and needs; (2) during the conference evaluation of participants' initial reactions, emerging needs, and progress; (3) immediate post-conference evaluation of conference activities and results by participants; (4) immediate post-conference evaluation by faculty of the components and tenor of the conference; and (5) follow-up evaluation of participant activity several weeks or months following the conference.

Figure 1. Design and Chronology of the Evaluation



This approach was created so that evaluation could influence the development of the conference series, i.e., be formative evaluation. It required rapid analysis, interpretation, and reporting of information. Furthermore, it necessitated a good communication system between FERA and AAHE.

Philosophy of the Evaluation

An evaluation philosophy was also part of the research design. Evaluation was intended to be helpful and nonthreatening. It was conceived primarily as an on-going process of learning and improvement, not as one of judgment. Individual conference faculty members and institutional teams were not being evaluated. Efforts were made to involve conference leaders and faculty in the research design process. The evaluation team was visable, and its purposes and procedures were thoroughly explained. However, this visability was intended to be nonobtrusive. It was made clear that the conferences were being held to disseminate and utilize information on humanities education, not to test the conference model. Initially the evaluation was widely focused to find problems or issues. As time passed, the focus of the evaluation narrowed because of time and money. Evaluation was viewed by AAHE as an element of the overall conference design. This is not to say that some individuals did not question the role of the evaluators in the conference. Generally, however, the evaluation was perceived as an integral part of the conference. Hence, it functioned in a climate of trust.

Data Collection

Preconference assessments were phone interviews with participants. Nearly everyone was contacted prior to the San Antonio conference. For the St. Petersberg and Minneapolis conferences, the preconference assessments were limited to samples of institutional team leaders.

During the conference, data was collected in four ways. First, two FERA associates were present throughout the San Antonio and St. Petersberg conferences, and one FERA associate attended the Minneapolis conference. FERA's attendance provided a vehicle for collecting impressions, shaping curiosities, and interpreting the progress and dynamics of the conferences. FERA associates attended all the kinds of sessions offered at the conferences and met consistently with several of the institutional teams throughout the week-long conferences. Second, approximately seven teams were interviewed during Tuesday and

Thursday of the conference. These interviews were with individual members of institutional teams, not with the team as a group; this was true with only two exceptions. Third, every individual member of four institutional teams was asked to keep a journal of reactions to the conference. This journal posed several questions to be answered on Tuesday and Thursday nights. The journals were collected on the last day of the conference, copied in Ann Arbor, and returned to the individuals for their own use. The interviews and journals were intended to cover a representative sample of over half of the institutions represented at the conference. Fourth, a one page questionnaire, the "Gourmet's Guide to Finer Conferencing," was used to check the pulse of the conference and to determine if any schedule or format changes were necessary. This instrument was handed out to conference participants on Wednesday morning to be completed in the early afternoon.

Postconference assessments were made in two ways. First, conference participants were asked to complete a questionnaire during the first week of their return to their own institutional campus. This questionnaire was mailed to participants rather than being distributed at the conference. Second, a follow-up assessment was made four months after the San Antonio conference and approximately two months after the St. Petersberg conference; no follow-up assessment was conducted for the Minneapolis conference because of the short time between the conference and the time for FERA's required data analysis. For San Antonio participants, the follow-up assessment consisted of extensive phone interviews. For St. Petersberg participants, the follow-up assessment consisted of questionnaires developed from the phone interviews with the San Antonio participants.

Although the above data collections focused on participants, faculty were also asked to complete a relatively unstructured questionnaire which sought their assessment of the conference and asked for suggestions for improving the conference. It was returned to FERA approximately one week after the conference.

The various data collection methods described above were devised for three reasons: (1) each served different purposes and needs, (2) each was shaped by cost considerations, and (3) as in the case of the interviews, journals, and questionnaires, each was meant to provide qualitatively different data which would in toto accurately depict the meaning and results of the conference in a variety of ways.

Data Analysis

Data analysis was conducted using standard research procedures. Questionnaires and interviews were coded and five of the data collections were placed in computer files for analysis. Descriptive statistics were tabulated on all variables. These functioned as the basic analytical tool for this evaluation. Two-way analysis and chi-square statistics were used in analysis of individual conferences because for the individual conferences FERA sought to probe relationships and to move beyond descriptive documentation of results. Additionally, the evaluators used their own training, experience, and powers of observation to analyze and interpret data.

Data Reporting

Evaluators were often cast in the Sherlock Holmes role by participants, and began to get questions like, "Well, how's it going?" or "What are you finding out?" Generally, our approach was to minimize reporting to conference participants during the conference. Following the Wednesday administration of the "Gourmet's Guide to Finer Conferencing" we reported those results plus our own observations to the conference director, Ms. Cricket Levering. The purpose was to modify the conference in mid-stream if warranted. If this information had implied the need for any major changes, we would have reported our findings publically.

Approximately one month after the first two conferences (San Antonio and St. Petersberg), lengthy phone conversations were held with Ms. Levering to discuss initial findings from the data analysis. These findings were then built into the planning for the succeeding conference. Similarly, a mock letter was prepared from the faculty of the prior conference to the conference currently being planned. It contained "tips" which the San Antonio faculty had provided in their post conference questionnaires. In these ways, the information gathered at one conference influenced the planning of the succeeding conference.

Three other major reports were made over the course of the conference series. One was a written report documenting major indicators of conference success at the San Antonio and St. Petersberg conferences. The second was a one day session with Ms. Levering at the FERA office in Ann Arbor, Michigan. Lastly, in mid-July an oral report with written data summaries was given to the advisory panel of the conference series.

The formative evaluation reporting process is highly interactive and takes many forms depending on the needs and constraints of the moment. A report may take the form of a breakfast conversation or be a more formal written report. This report, then, is one among many reporting vehicles.

Response Rates and their Influence on the Evaluation

Statistics presented in this report were derived from responses to the five data collections described above. Response rates to each of these instruments is presented in Table 1 and examples of the instruments are on blue paper in Appendix II. The response rates reported in Table 1 are quite high. This may have been a result of three factors: (1) the commitment of institutional team members to participate in the evaluation as part of the process of applying for inclusion in the conference, (2) the participants' perception of the purposes of the evaluation, and (3) the participants' conscientiousness. While there may be some nonreturn bias in the data, it is probably mimimal because of the large number of participants returning questionnaires. This is especially true for the more immediate reactions to the conference. The long-term follow-up assessment data is more limited in terms of numbers of participants responding, yet it should provide indicators of the impact of the conferences. One would expect nonreturn bias in the direction of those who might be embarrassed by a lack of progress to favor those who instead wanted to report on their accomplishments. Hence, the long-term follow up data may appear to have an unwarranted shine. It should be remembered, however, that interpretation of the statistics in this document are shaped by all of the evaluation activities, not just the return of these questionnaires.

Table 1. Major Data Collections and Response Rates

	Participant Immediate Follow-Up	Participant Longer-Term Follow-Up
San Antonio	67/74 or 91%	65/74 or 88%*
St. Petersburg	57/64 or 89%	51/64 or 80%**
Minneapolis	51/61 or 84%	NA***

* 32 of these were phone interviews; 33 were questionnaire responses. Questionnaire responses are reported in this document.

** 45 were coded for analysis

*** Insufficient time for data analysis made follow-up impractical.

CHAPTER III

A SUMMARY ASSESSMENT OF THE CONFERENCE SERIES

The major evaluative findings of the research effort are summarized in this chapter. These findings are grouped into three areas: (1) leading indicators of conference effectiveness, (2) short-term conference results, and (3) long-term conference impacts. Also, the conference's major strengths and weaknesses are summarized. Following these summaries recommendations are made for improving the conference model, and the transferability of the model to different knowledge dissemination and utilization settings is discussed.

This chapter is a comment on the series of three conferences, "New Directions in the Humanities." Data in the tables which follow are displayed for each conference to give the reader some flavor for the variation in the conferences. Readers interested in detailed analysis, rather than a summary of the series, should consult Volume II of this evaluation report.

Major Evaluative Findings: Leading Indicators of Conference Effectiveness

Satisfaction. Most conference participants were very satisfied with their conference experience. Only 5 out of 174 or 3% of the people indicated that they were not satisfied. In referring to the following tables, percentages may not sum to 100 due to rounding error.

Table 1. General Satisfaction

Question: Generally, how satisfied were you with this conference?

	San Antonio		St. Petersburg		Minneapolis	
	N	%	N	%	N	%
Very satisfied	56	85	33	60	41	80
Somewhat satisfied	9	14	21	37	9	18
Not too satisfied	0	-	2	4	1	2
Not at all satisfied	1	2	1	2	-	-

TABLE 2

COMMITMENT TO CHANGE

Question: How has your commitment to act on the problem or concern which brought you to the conference changed?

Answer:	n	%
Increased substantially	41	61.2
Increased somewhat	24	35.8
Stayed the same	2	3.0
Decreased somewhat	0	0.0
Increased somewhat	0	0.0

TABLE 3

MAJOR CATALYSTS FOR ACCOMPLISHMENT

Question: Does one source of conference information or conference activity stand out as a major catalyst for your accomplishments?

Answer:	n	%
Yes	35	54.7
No	29	45.3

Question: If yes, which one?

Answer:	n	%
Team interaction	13	37.1
Conference consultants	8	22.9
Project presentations	9	25.7
NEH information/people	7	20.0
Other	3	8.6
Linking sessions	1	2.9
Dinner out	1	2.9

APPENDIX

Table IV:4

Length and Number of Session Types

This type of session was:	Percent Responding (N=65) Too Short	Just Right	Too Long
Plenary	3.0	78.5	18.5
Project Presentations	9.4	75.0	15.6
Free Time	27.7	60.0	12.3
Team Meetings	16.9	67.7	15.4
Linking Sessions	16.9	38.5	44.6

The number of these sessions was:	Percent Responding (N=65) Too Few	Just Right	Too Many
Plenary	4.5	75.8	19.7
Project Presentations	30.3	45.5	24.2
Free Time	32.3	52.3	15.4
Team Meetings	18.5	60.0	21.5
Linking Sessions	7.7	44.6	47.7

Worth One Week's Time. Participants were unequivocal in their assessment of whether the conference was worth a week's time away from their campus responsibilities and routine. Eighty-seven percent said yes, the conference was worth their time.

Table 2. Conference Worth the Time

Question: We wonder whether attending the conference was worth the week's time you spent away from your other work.

	San Antonio		St. Petersburg		Minneapolis	
	N:	%:	N:	%:	N:	%:
Definitely worth the time.....	62	93	44	80	43	86
I suppose it was.....	0	0	6	11	5	10
It was not worth the time.....	2	3	1	2	0	0
I'm not sure yet.....	3	5	4	7	2	4

Expectations Met. We wondered if participants met their expectations for dealing with their institutional problem. Sixty percent said that their expectations were more than met, while only 12% indicated that they were less than met.

Table 3. Expectations Met

Question: Regarding the problem or concern your team brought to the conference, to what extent were your own expectations for dealing with this problem or concern fulfilled?

	San Antonio		St. Petersburg		Minneapolis	
	N:	%:	N:	%:	N:	%:
- Much more	16	24	12	22	11	22
- More	27	40	18	32	21	41
- As much	15	22	19	34	15	29
- A little less	8	12	5	9	4	8
- Much less	1	2	2	4	--	--

Commitment to Act. Had participation affected the commitment of those attending to act on the problem which had prompted their attendance? Yes, it increased their commitment and in many cases it increased it substantially. Only two individuals at one conference indicated that their commitment had decreased.

Table 4. Commitment to Act

Question: How has your commitment to act on the problem or concern which brought you to the conference changed?

	San Antonio		St. Petersburg		Minneapolis	
	N:	%:	N:	%:	N:	%:
Increased substantially	41	61	23	43	28	56
Increased somewhat	24	36	23	43	17	34
Stayed the same	2	3	6	11	5	10
Decreased somewhat	--	--	2	4	--	--
Decreased substantially	--	--	--	--	--	--

The responses to these four questions paint a positive picture of the conference series. It is obvious that most people made progress in solving the educational or organizational problem involved in change in the humanities on their campus. They returned after a profitable and full week more committed to acting on their institutional problem than they were when they arrived at the conference. At no conference were there large numbers of dissatisfied people. For those who did not make as much progress as they had anticipated, the conference still appeared to be worth their time.

Short-Term Conference Results

Participants were asked what they expected from the conference and then what they had gained. Some areas like "new information on humanities teaching and learning" were widely held expectations, while others like "support for what I'm doing" were not so widely expected. Table 5 categorizes expectations in terms of how widely they were held: widely, moderately, or not so widely. These three categories are based upon responses of participants from at least two conferences indicating that they held an expectation for that area. If 80% or more of the participants at at least two conferences indicated that they held an expectation in a particular area, then expectations for that area were considered as widely held expectations. If 60-70% of the respondants had expectations for a particular area, then it was considered a moderately held expectation. And if 40-59% of the respondants had expectations for a particular area, then it was considered to be a not so widely held expectation by participants. Numbers on the right in the table tell the degree to which expectations were met or gained; the scale for measuring the degree ranges from 5, a great deal, to 1, not at all.

Several findings emerge from Table 5. First, the major purposes of the conference were consistent with the most widely held expectations. Therefore, it could be assumed that participants came for the right reasons. Second, areas in which participants expectations were met or in which they gained the most were those areas related to NEH funding. NEH personnel and literature were readily available at all times during the conferences. Third, areas related to institutional utilization of information were among those in which gains were the least. This finding is significant because two of these items (clarification of my institutional problem, and valuable suggestions on how to proceed at my institution) were among the most widely held expectations for conference accomplishments. However, participants assessed their gains in these two areas as "quite a bit" (approximately 4 on the scale). Other data indicate that participants were not terribly dissapointed with the result.

In addition to these gains, participants expressed satisfaction with the progress of their team. Very few individuals expressed dissatisfaction with their team progress. Also, over 90% of the respondents indicated that they had a plan for acting on their institutional problem when they returned home. Fully two-thirds indicated that their plan was written. Data regarding satisfaction with progress and the development of a plan are presented in Tables 6 and 7.

Table 5. Expectations and Gains

Widely Held Expectations	Information Gained: San Antonio	St. Petersburg	Minneapolis
- New information on humanities teaching and learning.....	4.1	4.1	4.1
- Clarification of my institutional problem.....	3.9	4.0	4.0
- Valuable suggestions on how to proceed at my institution.....	3.9	4.0	4.1
Moderately Held Expectations			
- Information on NEH funded projects represented at the conference.....	4.5	4.3	4.5
- Awareness that NEH funding may be relevant to my personal or institutional needs.....	4.5	4.2	4.4
- Understanding of NEH funding guidelines and procedures.....	4.4	3.9	4.4
- New contacts.....	4.1	3.9	4.1
- Valuable information on content issues in the humanities.....	3.8	3.4	3.5
Not As Widely Held			
- A shared sense of responsibility for action among team members.....	4.5	4.0	4.5
- Confidence in applying to NEH as a source of funds.....	4.4	4.1	4.4
- Espirit with other humanists involved in curricular change.....	---	3.7	4.1
- Support for what I'm doing.....	3.9	3.7	4.0
- Constructive critique for what I'm doing.....	3.4	3.1	3.2

Gain Scale: 5 = A great deal
4 = Quite a bit
3 = Some
2 = Not too much
1 = Not at all

Table 6. Team Progress

Question: How satisfied were you with the progress your team made in understanding the problem and its possible solutions?

	San Antonio		St. Petersburg		Minneapolis	
	N:	%:	N:	%:	N:	%:
Very satisfied	47	71	35	61	37	73
Somewhat satisfied	17	26	16	28	13	26
Somewhat dissatisfied	2	3	5	9	1	2
Very dissatisfied	--	--	1	2	--	--

Table 7. Plan of Action

Question: Did your team leave the conference with a definite plan of action or next steps for when you returned home?

	San Antonio		St. Petersburg		Minneapolis	
	N:	%:	N:	%:	N:	%:
Yes.....	*		53	93	51	100
No.....			4	7	--	--
Was it written?						
Yes.....			39	69	37	76
No.....			16	31	12	25

* This question was not asked the San Antonio participants.

Long-Term Conference Results

The evaluation also focused on progress made after the team members returned to their institutions. What had actually been accomplished and how did participants assess their progress? Participants were asked to describe their accomplishments. A rough continuum from "no progress" to "approval of an implementation date" for their project emerged from their answers. The continuum and their answers are presented in Table 8.

Table 8. Team Accomplishments (Measured by Individual Team Member Responses)

	San Antonio 4 Months (N=24)	St. Petersburg 2 Months (N=25)
No progress to date.....	3	0
Project presented to administration and faculty in a meeting.....	8	12
Continuing conceptualization, e.g., committee appointed.....	6	16
Proposal/guidelines being written.....	4	10
Proposal/guidelines written and submitted.....	6	16
Implementation date set and approved...	4	3

These data should be viewed as very rough indicators of activity. They are rough because they represent individual assessments of the team activity. Also, while the continuum represents a logical flow of activity, teams would not necessarily follow each step. Finally, the two conferences should not be compared, for several reasons. First, this assessment was taken at four months after the San Antonio conference but at two months after the St. Petersberg conference. Second, fewer of the San Antonio participants were surveyed so the sample sizes are not proportionate. Third, participants were asked to identify all their accomplishments. Therefore, they may have mentioned several of the areas of progress.

What does Table 8 indicate? First, we are aware of the range of activities that result from a conference such as this, and we have a sense that quite a bit happens in a relatively short period of time. In very few instances was no progress made, and in some, it appears that the project went through a complete development cycle as a result of the conference.

Participants were asked if they thought they could accomplish all their team's objectives given the financial resources their institutions were able to provide. 10 of 24 participants from San Antonio said "yes" while 14 said "no." All those saying "no" looked to NEH as a source for funding. From the St. Petersberg conference only 9 of 44 participants indicated that they did not intend to seek outside financial help. Again NEH was the primary source of funding for those who believed they needed it.

Participants were also asked to assess their progress given their team's postconference expectations. The most frequent response was that "considerable" progress had been made. However, it appears that one's sense of progress is diluted with time. The San Antonio participants were less generous than the St. Petersberg humanists in their assessment of progress. However, conference participants seem undaunted in their efforts to continue the change process. Almost 60% indicated that their commitment to act on their problem had increased since the conference. This information on progress and commitment is presented in Tables 9 and 10.

Table 9. Team Progress

Question: Given your team's post-conference expectations, how would you assess the amount of progress made since the conference?

	4 Months After San Antonio (N=23)		1 Month After St. Petersburg (N=45)	
	N:	%:	N:	%:
Tremendous	2	8	3	7
Considerable	9	38	24	53
Some	7	29	13	29
Not Much	5	21	4	9
None	1	4	1	2

Table 10. Postconference Commitment

Question: Since the conference, how has your commitment to act on this issue changed?

	4 Months After San Antonio		1 Month After St. Petersburg	
	N:	%:	N:	%:
Increased substantially.....	9	38	12	27
Increased somewhat.....	5	21	13	29
Stayed the same.....	9	38	18	40
Decreased somewhat.....	1	4	2	4
Decreased substantially.....	--	--	--	--

Our assessment of postconference activity is that most institutional teams are in motion, that there is energy rather than inertia, and that quite a bit had been accomplished at the institutions. The conference, by catching institutions already in motion, served to catalyze the change process. We also suspect that there is limited activity at those institutions which chose not to respond to our postconference evaluation.

The individuals attending these conferences were busy academicians. Time is a valuable commodity. One of the best retrospective assessments of the conference is participant judgment about whether the week away was worth their time. Several months after the conference, these humanists still believed the week away was well spent. Table 11 presents their assessments.

Table 11. Assessment of Week's Time

Question: Considering what you have gained from the conference and what effect your five day absence from your daily activities on campus had, would you say the conference was worth the time?

	San Antonio		St. Petersburg	
	N:	%:	N:	%:
Yes, very definitely	18	78	39	87
Yes, I guess so	5	22	5	12
No, it wasn't worth the time			1	2

The Conference Model

The foregoing information indicated a successful and potent conference series. Why? Positive participant reactions to the conference model itself suggests one explanation for the effectiveness of the conference series. This section reviews the nature of the conference model, and presents participant reactions to it.

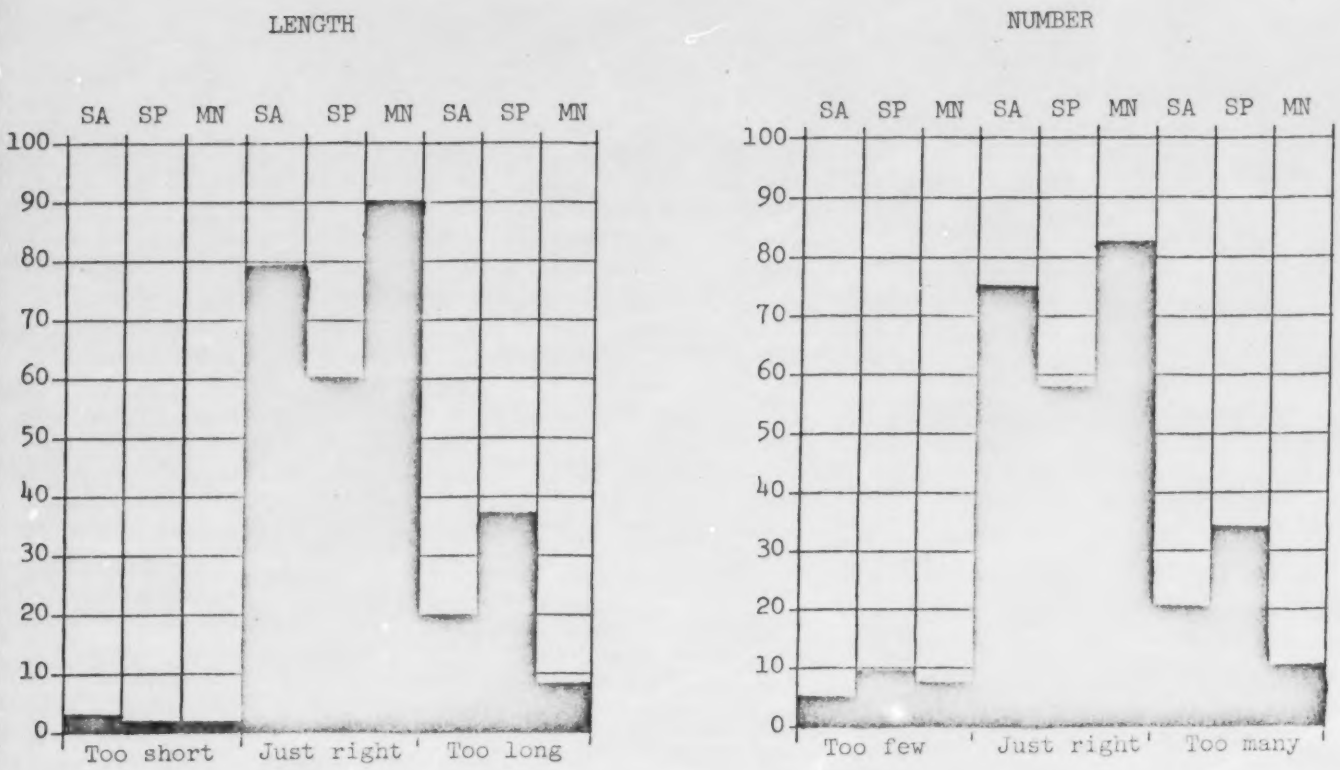
Generally, each day included project presentations, team meetings, and either a plenary or linking session. Free time in the midafternoon was part of each day, and evenings were filled with plenary or linking sessions. The entire conference convened at mid-week for a special event: a Texas barbeque, a Tampa Bay dinner cruise, or dinner atop the IDS tower and the Minneapolis symphony. Meals were taken together in large dining rooms. Coffee breaks in the morning and afternoon, plus sherry hours before dinner, served as time for the fruitful exchange of information. NEH representatives and other resource people were available throughout the conference to answer questions and to make special presentations. Conference faculty were occupied with their presentations and daily team consultations.

By week's end names and faces had become familiar. Everyone had shared the common experience of working on an institutional problem in the humanities in much the same way at about the same pace. They had experienced the momentum of the week together, and had left full of hope and commited to work on their institutional problems.

Reactions to the Model. Participants were asked to react to every aspect of the conference. General reactions are presented below. For greater detail, please refer to Volume II of this evaulation report, "Conference Case Studies." Participant assessments of the length and number of session types, i.e., plenary or team meetings, provide a solid indicator of the value of each and its relevance to the needs of the conference participants. Following is an assessment of each of the conference components.

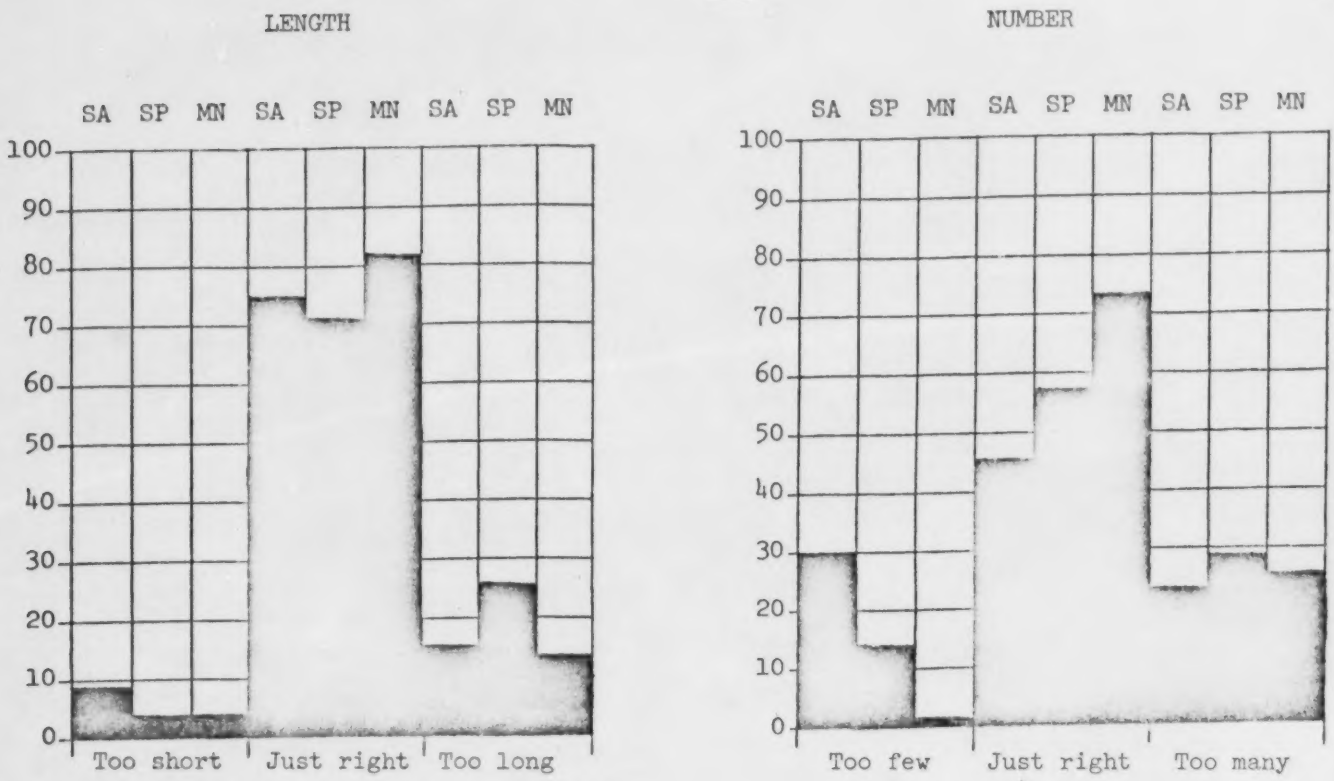
Plenary sessions were viewed by most participants as just right in length and number. However, some participants did think that there were too many plenary sessions and that they were too long. Very few individuals thought that the plenaries should be lengthened or increased in number. Data on the plenary sessions is presented in Figure 2.

Figure 2. Assessment of Plenary Sessions



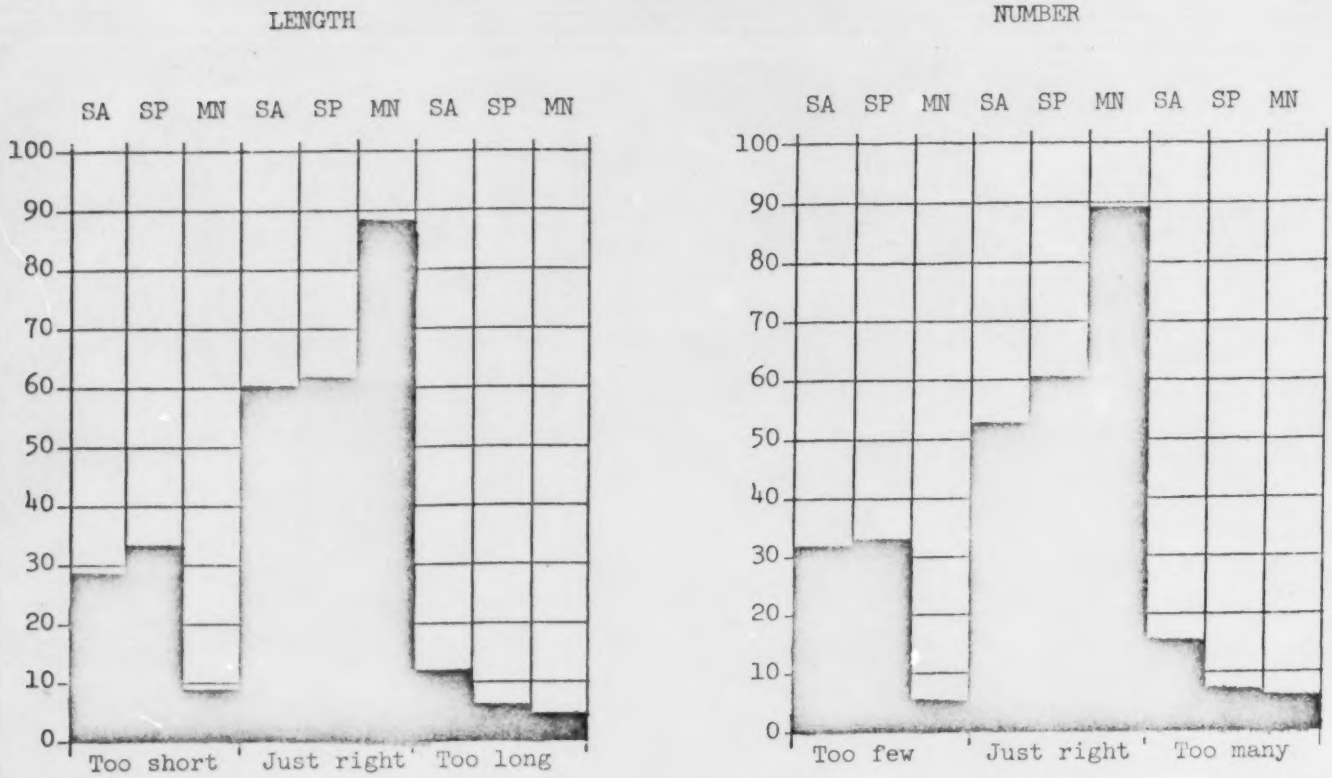
Project presentations were the primary forum for information dissemination at the conferences. Most participants thought the length of these 90 minute sessions was just right. However, there were mixed opinions about the number of these sessions. Eleven projects were presented at San Antonio, ten at St. Petersberg, and nine at Minneapolis. Interestingly, at St. Petersberg and Minneapolis more participants thought that there were too many rather than too few project presentation sessions. This may have been due to a lack of diversity in the sessions or because of the desire to spend more time in team meetings.

Figure 3. Assessment of Project Presentations



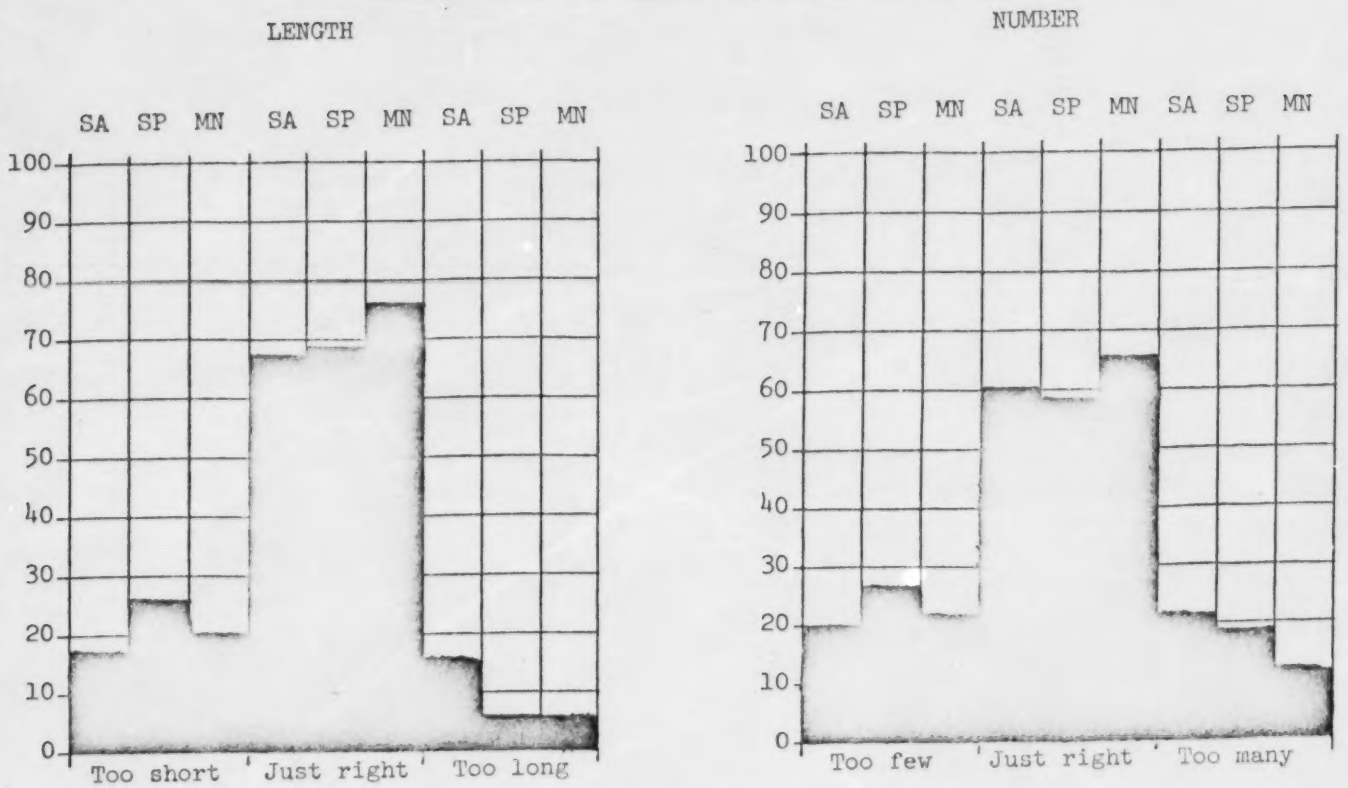
Free time was viewed as being just right by most participants. For those that thought differently, most assessed their free time as being too short and wished there were more free time during the conference.

Figure 4. Assessment of Free Time



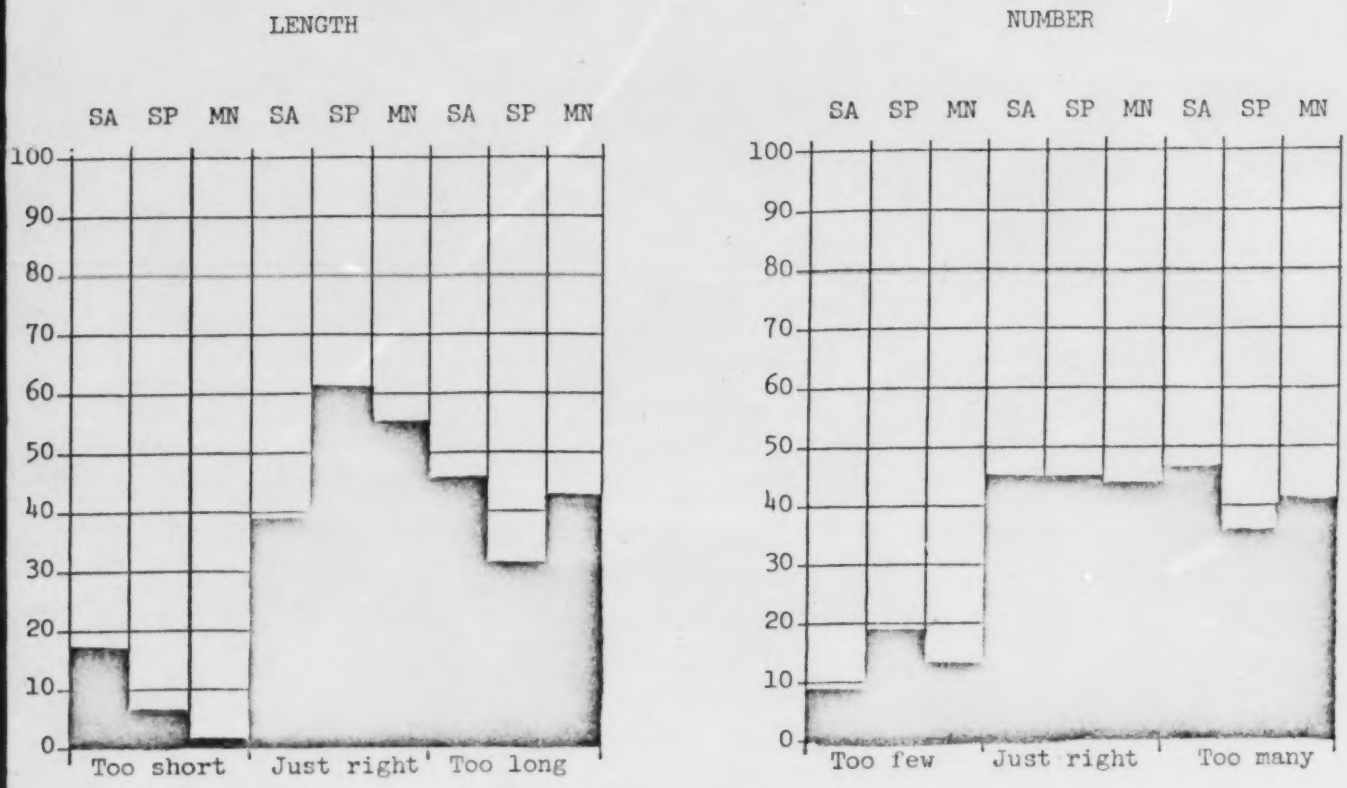
Team meetings were two-hour sessions designed so that institutional teams could meet to work on the problem that brought them to the conference. The team meetings were also viewed as being just right in length and number by most participants. Some participants thought they could have been longer. For those not thinking that the team meetings were just right in number, opinions were split fairly evenly on whether there were too few or too many.

Figure 5. Assessment of Team Meetings



Linking sessions were designed to allow humanists with like interests and concerns to come together around topics which emerged during the conference; they were the least well received component of the conferences. While many people thought their number and length was just right, almost equal numbers thought that they were either too long or that there were too many. While this type of session has served a pressing need at many conferences, especially non-problem-solving conferences, that need did not appear to be as urgent at these conferences. Therefore, the linking sessions were not as well received as the other types of activities at the conference.

Figure 6. Assessment of Linking Sessions



A review of these reactions produces three major points. First, the number and length of session types was appropriate for most people. However, more people felt that the length of the sessions was just right than felt that the number was just right. Experience at the conferences suggests that some teams came with information-gathering as a higher priority than problem-solving. For other teams the opposite was true. Therefore, as the week progressed, participants wanted to use time in ways most related to their needs. While some teams met independently outside of the normal structure of the conference, most followed the prescribed pattern of activities. Second, the role and nature of the linking sessions in this type of conference needs reassessment. While the data suggest that some participant needs were met by these sessions, the need does not seem pervasive or compelling. Third, on almost all dimensions the Minneapolis conference received the most positive assessment in terms of its structure. On the general reaction variables to be discussed in a succeeding section, the Minneapolis conference also received the most positive structural assessment. However, it was not viewed as either the

most useful or enjoyable conference. This may have been because bugs were worked out of the conference model by the time of the Minneapolis conference, but also because some participants of the Minneapolis conference were preoccupied with back home end-of-semester responsibilities, thereby reducing the utility and enjoyment of the conference week away from their campus.

The major structural elements of the conference have been reviewed above on the basis of immediate reactions to the conference. These reactions indicate that the team sessions were consistently viewed as the most useful type of session. They were the forum for problem-solving, for integrating ideas from presentations and informal conversation into evolving plans for a campus problem, and for developing a shared commitment to action. However, the evaluators were also interested in a long-term retrospective assessment of session types. Therefore, we asked participants to comment on the value of the session types in our follow-up questionnaire distributed considerably after the end of the conference. Results are reported in Table 12.

Table 12. Long-Term Assessment of the Value of Session Types

Question: Which component was more valuable to your team's progress?

	San Antonio 4 months N=23	St. Petersburg 6 weeks N=45
the problem-solving orientation; e.g., team meetings	13%	42%
the information gathering orientation	30%	29%
both were equally valuable and effective	52%	32%
neither has been particularly valuable or effective	4%	--

These data do not lead to clear findings. No single component stands out as of primary value. Differences between the conferences may result from different measurement panels, from differences in participants, or from differences in the quality of the sessions at each conference. Because large numbers of people valued each component, each seems essential for conference effectiveness. Participation in the conferences suggests that combining the session types is at the heart of people's satisfaction. Not only did people use them in tandem in developing an institutional plan for their problem, but they represented different styles of

conference participation. Presentations were made in large groups with some but not extensive audience participation. Team sessions were limited to four or five people actively involved in working on their own institutional issue.

Consultant Usefulness. Participants were asked how useful their consultant was to them. Most participants found their consultant very useful. Only 2 our of 185 participants found their consultant not at all useful. Table 13 presents the data.

Table 13. Consultant Usefulness

Question: How useful was your consultant?

Answer:	SA		SP		MN	
	n	%	n	%	n	%
Very useful	39	58	33	58	28	55
Somewhat useful	23	34	13	23	16	31
Not too useful	5	8	10	18	6	12
Not at all useful	0	0	1	2	1	2

Consultants had diverse responsibilities at the conference. They were project presentors, informed representatives of their projects, consultants to teams, linkers in seeking out resources for their teams, and learners as well. It is little wonder that many faculty found the week exhausting. Evaluators sought information on why consultants were effective and found that both their style and the compatibility of their experience with their team's experience were reasons. Style was mentioned more frequently than compatibility as both a positive and negative influence on consultant's effectiveness.

General Reactions. Important general reactions to the conference are presented in Table 14. Participants thought the conferences were appropriately structured, well organized, enjoyable, and useful. While most of the participants thought the length was just right, some agreed it was too long.

Table 14. General Reactions

Too Structured						Too Unstructured
	SA	12	35	53	0	0
	SP	5	8	84	4	2
	MN	0	16	84	0	0
Well Organized						Not Well Organized
	SA	71	24	6	0	0
	SP	19	44	21	11	5
	MN	76	10	14	0	0
Enjoyable						Unenjoyable
	SA	77	24	0	0	0
	SP	32	46	14	5	4
	MN	67	20	14	0	0
Very Useful						Not At All Useful
	SA	88	12	0	0	0
	SP	45	41	9	5	0
	MN	59	33	8	0	0
Too Long						Too Short
	SA	16	34	48	0	2
	SP	5	27	61	2	4
	MN	4	33	67	4	2

Summary. Participants' short- and long-term reactions to the conference plus their tangible and emotional accomplishments indicate that the model is a sound one. The data, interpreted by participation at each conference, is unequivocal. The model produced results and satisfactions which are consistent with the purposes of both the National Endowment for the Humanities and the American Association of Higher Education.

It should be remembered that the actual conference model operated in a larger context. Teams were selected which were ready to profit from the experience, participation was paid for,

and NEH as a potential supporter was available to advise and provide information. Furthermore, the participants recognized that the humanities, in general, were confronted with new and substantial challenges. For some, the survival of the humanities or even their institutions was a problem. In other words, the model was energized by the individual participants and their historical moment.

Major Strengths of the Conference

The major strengths of this conference model and series include: (1) the conceptualization of a total framework for the conference from the application procedure to the postconference faculty follow-up to outside evaluation; (2) the interactive nature of the project presentation and team sessions during the conference; (3) the faculty role which included presenting, consulting, and linking; (4) the general pace of the conference activities within days and over the course of the week; (5) the choice of appropriate participants for the conference, i.e. humanities and/or institutional leaders; (6) the timing of the series, i.e., when change in humanities programs is much discussed; and (7) the provision of funds to cover travel, single rooms, and good board.

The strengths of the model are elaborated in the narrative of other sections of this chapter and need no further discussion here. In essence, the critical elements needed to produce a successful knowledge dissemination and utilization conference were identified and procedures were developed to operationalize them. These elements are more thoroughly discussed in Chapter I. As many participants expressed, the conference was a total, integrated experience. The gestalt rather than particular elements was the highlight.

Major Weaknesses of the Conference

The major weaknesses of the model or series include: (1) problems in precisely defining criteria and procedures for matching conference faculty with the institutional teams for which they would serve as consultants, (2) an unsystematic match between the general pool of projects to be presented and the institutions accepted for participation, (3) limited success

or overly zealous objectives for the faculty orientation session immediately preceeding the conference; and (4) unwarranted programming or structuring of the linking sessions during the conferences.

The weaknesses identified above pale in comparison to the strengths. Weaknesses should be noted as areas for possible refinements rather than glaring inadequacies. The linking sessions emerge as a weakness according to the reactions of participants. Identification of the other three weaknesses stem from participation at the major stages of the conference process and from conversations with conference leaders. The first three weaknesses deserve elaboration.

A match on important criteria between the projects represented at the conference and the institutions accepted seems to be a sensible way to promote conference productivity. In this conference series, the faculty were selected with no prior knowledge of the institutions that would be accepted. Institutions applied and were accepted without knowing which specific programs would be presented or which types of institutions would be present. This resulted in an unmatched distribution of NEH project institutions and institutions applying for participation. More specifically, representation from two-year institutions were more prominent among participants than faculty. This uneven matching did not create substantial problems, but different types of institutions do have special characteristics and function in similar ways. Therefore, "shop talk" might have gone farther if the balances were more even. Also, consultants could have been matched with like institutions if institutional types were similarly represented within the faculty and participants.

When the criteria, procedure, and sequence for creating the pool of faculty and participants were determined, then the process for matching the pools could be determined. This was handled in two different ways in the "New Directions" conference series. At the San Antonio and St. Petersberg faculty planning meetings which were held one month prior to the conferences, institutional applications were made available to the faculty. Hurriedly and without the guidance of a thorough discussion about selecting an institution with whom to consult, the faculty selected institutions which they and their program colleague back home would like to work with. This approach probably caused more frustration than harm. To eliminate this frustration, Ms. Cricket Levering as conference administrator matched faculty consultants with institution based upon her knowledge of the faculty, the institutions, and any preferences faculty expressed when they learned which institutions would be attending the conference. This approach

was taken at the Minneapolis conference only, and appeared to be less frustrating. However, data from the conferences regarding consultant usefulness did not suggest that one approach was better than the other. To insure good matches, an approach might be taken in which (1) each faculty member expressed three preferences based on some information from the rather extensive institutional applications, and (2) the preferences were coordinated and conflict resolved by the conference administrator.

The third weakness concerns faculty orientation. First of all, and commendably, orientation was built into the series. Some form of faculty orientation is a must. Ten of 20 faculty gathered for one day one month prior to the conference at the conference site for a basic orientation to the program and the facilities. The faculty related orientation information to their colleague backhome and both returned one day early for a faculty orientation and training session prior to the arrival of participants. This day involved: (1) an orientation which by necessity was partially redundant for faculty who had already heard it, (2) a training session by an outside consultant at the first two conferences regarding the consulting role of the faculty, and (3) preparation time to create display materials on their program. Many faculty did not respond positively to the redundant sessions, nor did they seem to value the sessions on the consultants' role. Consequently, the sessions on the consultants' role was abbreviated at the Minneapolis conference, and handled by two faculty members from the San Antonio conference who were also on the faculty for the Minneapolis conference.

Ideally, both members of the faculty presenting successful projects could have come to the site one month prior to the conference. This level of participation was not included in the budget. It resulted in a savings, but also resulted in some redundancy. Some faculty had consulted for NEH exclusively; others had no experience consulting. Therefore, if consultant training was conceived as a general session, the best approach appears to involve peer training between experienced and inexperienced consultants who are humanists. Another approach could involve the creation of a special day-long consulting skills workshop the weekend before the conference. Interested faculty could attend on a voluntary basis.

Two other points should be mentioned; these are not weaknesses but rather points to ponder. First, there was some indication that the week-long conference was somewhat long. This is a problematical issue. The conference has to be long enough for participants to achieve closure on their tasks, but not long enough to create boredom. Usually a conference reaches a peak and tapers off toward the end. This phenomenon seems to be a part

of conferences of varying duration. Data suggests that the San Antonio and St. Petersberg conference peaked on Thursday and that the Minneapolis conference peaked on Wednesday. In general, therefore, the length of the conference seemed appropriate for the tasks of these institutional teams. Finishing by Friday noon allowed most participants the opportunity to return home that evening or to spend the weekend in an interesting location. Second, facilities play a significant part in conference success. They can either expedite or hinder the work of the group. Positive reactions to the St. Petersberg conference were diluted because the facility was overbooked and participants had to be placed elsewhere and because the physical arrangements and service left something to be desired. In contrast, the Menger Hotel in San Antonio and Downtown Holiday Inn in Minneapolis lent themselves unusually well to the purposes of the conferences.

Recommendations for Improvement

It is important to remember that the conference model as it now stands is effective. The three recommendations to follow might only serve to improve the experience for some of the participants.

First, rethink the process and scheduling for creating and matching the faculty consultant with the participant. One approach might be selecting institutions sufficiently far in advance to be able to invite faculty from institutions which closely matched participant needs. Just as in the case of this series, institutions would apply knowing only the general tenor of the projects to be presented.

Second, rethink the purposes and scheduling of the faculty orientation training component of the program. Faculty need a program and facilities orientation. They need an orientation to their major conference roles as presentors, consultants, and linkers. For some, systematic consultant skill development would serve to help them acquire the necessary skills to be effective, and to assuage their anxiety over performing in a new role. If finances permitted, it seems desirable, though not essential, to bring everyone together for the program, facility, and role orientation one month prior to the conference. This could facilitate early communication and tone setting for the conference. On the Saturday immediately prior to the conference, a one-day voluntary consulting skills workshop could be held. Then on Sunday a program review for all faculty could take place with enough time during the day to prepare materials and attend to last minute details.

Third, reco[illegible]r the need for linking sessions. They were very satisfying t[illegible]me participants, but not very useful to others. Many participants [illegible]t obliged to participate in every aspect of the program beca[illegible]hey were attending at the expense of NEH. If it could be m[illegible]lear that attendance was in fact voluntary, the usefulness o[illegible]e sessions might increase.

Transferability [illegible]he Model

Those cons[illegible]ering the use of this conference model elsewhere should assess t[illegible]ir purposes, their organizational ability to operate and manage the model, and the circumstances in which the model is to be used. The "New Directions" model proved powerful and workable for its set of circumstances, which include: (1) a recognized need at a high level of leadership for change in the humanities at many institutions (that need may be related to profound changes in the culture and education's changing role in the culture); (2) institutional experience, via NEH-funded projects, aimed at solving problems in humanities education; (3) work in progress in humanities education at various institutions; (4) availability of sufficient funds to conduct the conference series; and (5) sponsorship by the major benefactor of humanities education and scholarship in the country.

It should be noted that in addition to a good conceptual fit between the model and its circumstances, the model was well operated and managed. AAHE's capabilities and Ms. Levering's leadership behind the scenes were substantial. There were some management problems along the way, but none with the exception of the facilities problem in St. Petersberg, diluted the effectiveness of the conference series in any significant way.

Adaptation of the model is feasible. A number of its components are easily adjusted to fit different external realities. These components are enumerated in Table 15 and some indication of their characteristics in the "New Humanities" series is described. Therefore, adaptors will have some sense of the standards or characteristics they may wish to modify.

Table 15. Conference Component Characteristics

Components	Conference Characteristics
Purposes	Both dissemination and utilization
Number of teams	Twenty per conference
Number of participants	Sixty per conference
Number of participants per team	Three
Positions of team members	Academic leadership
Number of NEH projects	Ten
Number of representations per project	Two
Component time allocations	Project Presentation = ±9 hours Team Meetings = ±9 hours
Conference length	Sunday night through Friday noon
Participant funding	Fully funded
Scope of institutional problem addressed	From course development to major curricular restructuring
Institutional selection criteria	Seriousness of purpose/previous work on issue/geographical distribution/institional type distribution
Sponsorship by major funder	Yes
Possibility of financial support for participant institutions	Yes

Summary

Participant reactions to the conference immediately following it and several months later indicate that it was an unusually valuable experience. Information from many institutions about actual accomplishments since the conference indicate that the conference catalyzed the change process. The extent to which momentum will continue is as yet unknown.

The conference model was an effective tool for disseminating project information and for encouraging its utilization. The balance of sessions provided opportunities for high level institutional leadership teams to integrate new ideas into their own hopes for change. Project presentors working with teams facilitated this process. Reactions to the model may seem consistent among most institutional types, and only in a few instances did individuals find the conference unhelpful. Accomplishments at the institutions may vary by institutional type, but it is premature to make that assessment.

The model could be readily adopted or adapted to different knowledge dissemination and utilization situations. However, the purposes for the model's use and the broader social and educational milieu in which it is intended to function should be carefully analyzed. This assessment could then lead to successful modification of the model's critical elements.

APPENDIX I. CONFERENCE FORMATS

"New Directions in the Humanities"
January 9-14, 1977 - San Antonio
Preliminary Conference Design

	Sat	Sun	Mon	Tues	Wed	Thur	Fri
Breakfast 7:30-8:15							
am session 1 8:30-10		P L	Plenary (intro)	Plenary & Projects	Projects	Plenary	Teams
break 10-10:30		A N N					
am session 2 10:30-12		I N G	Projects	Teams	Projects	Projects	Plenary
lunch 12-1		S E					
free 1-3 (tea 2:30-3)		S S I					Depart
pm session 3-5		O N	Teams	(free)	Teams	Teams	
sherry 5:30-6	Faculty arrive						
dinner 6-7	Dinner						
eve session 7-9	Planning session	partic. arrival regis. recep.	Linking	Plenary & linking	(group-outing)	Plenary & linking	

"New Directions in the Humanities"
February 27-March 4, 1977 - St. Petersburg
Tentative Conference Schedule

	(Sat)	Sun	Mon	Tues	Wed	Thur	Fri
breakfast 7:30-8:00 *		(Faculty planning meeting 9-4)	B R E A K		F A S T		
am session 1 8:30-10			Plenary (intro)	Plenary & Projects	Projects	Projects	Teams
break 10-10:30			C O F F E E		B R E A K		
am session 2 10:30-12			Projects	Projects	Teams	Projects	Plenary
lunch 12-12:30 *			L U N C H		(Lunch on your own)	L U N C H	
free 1-3			F R E E				Depart
pm session 3-5			Teams	Teams	Free	Teams	
dinner 6-7:30	(Faculty dinner)		Dinner	Dinner out (cruise) ↓	D I N N E R		
eve session 7:30-9	(Faculty Planning Meeting)	Regis/ Recep. 8-10 pm	Plenary and/or Linking		Plenary	Plenary and/or Linking	

* Breakfast and lunch are buffet style; the breakfast line will close promptly at 8 am, and the lunch line will close promptly at 12:30. You are, however, free to sit longer at table.

2/11/77 (revised)

"New Directions in the Humanities"
May 1-6, 1977, Minneapolis
Tentative Conference Schedule

(Sat)	Sun		Mon	Tues	Wed	Thur	Fri
	(Faculty planning meeting 9-4)	breakfast 7:30-8:00 *					
		am session 1 8:30-10	Plenary (intro)	Projects	Projects	Projects	Teams
		break 10-10:30					
		am session 2 10:30-12	Projects	Teams	Projects	Projects	Plenary
		lunch 12-12:30 *		(Lunch on your own)			
		free 1-3 (tea 2:30-3)					Depart
		pm session 3-5	Teams	(Free)	Teams	Teams	
(Faculty dinner)		dinner 6-7:30			Group outing		
(Faculty Planning Meeting)	Regis/ Recep. 8-10 pm	eve session 7:30-9	Linking & faculty meeting	Plenary & Linking	↓	Linking	

* Breakfast and lunch are buffet style; the breakfast line will close promptly at 8 am, and the lunch line will close promptly at 12:30. You are, however, free to sit longer at table.

APPENDIX II. DATA COLLECTION INSTRUMENTS

These instruments are the basis for all formal data collections from participants and faculty. The three instruments on blue paper are the instruments used to collect the data reported in this report.

PARTICIPANT INTERVIEW

AAHE Regional Conference Program

Conference #_____

Date: _____

ID #: _____

Interviewee _____ Interviewer _____

Introduction

Hello. My name is _____ and I am associated with Formative Evaluation Research Associates. We are working with the American Association for Higher Education as the evaluation group for their New Directives in the Humanities Conference program. As part of the evaluation team, I would like to talk with you for 10 or 15 minutes. Do you have that time now? _____ . If no, reschedule for Time: _____ Date: _____ . Thanks alot.

Let me take a moment to explain the purposes of the evaluation. First, we are interested in tracing the effects of participation in the conference. Also we want to know why things happened the way they did. Finally we hope to help Cricket Levering and her staff improve the conference over the year by offering suggestions based on our research.

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1. We have your conference application, but would appreciate a brief comment from you regarding the issue that has prompted your institution to send a team?

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2. What is your particular role on campus regarding this issue or problem?

3. What is your team's role?

---

4. We would like to get some sense of how important this issue is to you personally and to your institution as a whole. Please jot down a four point scale - crucially important, very important, somewhat important, not too important. Now, how important do you feel your institution believes this problem is? 4CI 3VI 2SI 1NTI

Now, how important is it to you personally? 4CI 3VI 2SI 1NTI

---

5. What do you hope to accomplish as a team through participation at this conference?

6. Tell me a little bit about your institutional team. Have you worked together to accomplish something on campus before? ___ yes ___ no.

   How well do you feel you know your other team members?

   _____ Well _____ Somewhat well _____ Not well

---

7. What do you and your team need at the conference to make it worthwhile? First, you personally?

---

8. Now, how do you look at it from the team's standpoint?

---

9. Do you have any concerns or reservations regarding the conference?

   _____ yes _____ no. If yes, what are they?

10. Is there any additional information AAHE could have provided for you vis a vis the conference? _____ yes _____ no. If yes, what is it?

Conclusion

That completes the interview. Do you think I have a pretty good sense of the reasons your institution is participating and why you're attending?

_____ yes _____ no. If no, "Would you like to make some additional comments to help me better understand the situation?"

If yes, "I'd like to thank you very much for your time."

Margaret Talburtt and John Seeley will be attending the conference from FERA and they look forward to meeting you personally.

We will also be contacting you after the conference and again in May to assess your reactions and the on-going results of the conference. This sounds like alot of time but your total participation in the evaluation shouldn't take more than an hour. Thanks again.

AAHE: REGIONAL CONFERENCES

Tues/Thurs Interviews
San Antonio Conference

Interviewer: _____ Institution: _____

Interview Time: _____ Interview Place: _____

Introduction:

Evaluation purposes: 1 2 3

FERA's role: independent formative involved/inobtrusive

Confidentiality: our eyes only

Candor really really appreciated

---

1. Let's talk a little bit about your initial reactions. What are some adjectives or phrases describing your impressions so far?

general

consultants

arrangements/format

participants

program content

presentations

---

2. Do you feel you're making progress on the issue which brought your team here? (probe alot, get at whys)

3. Has your energy level changed over the last couple of days? (probe)

---

4. How's the consultant team arrangement working out?

---

5. What's the best thing that's happened so far?

---

6. What are you looking forward to most?

7. Other comments:

Thanks. Arrange time and place for Thursday interview.

NEW DIRECTIONS IN THE HUMANITIES

San Antonio Conference

A Gourmet's Guide to Finer Conferencing

In an effort to gather your reactions to the conference so far, and have some fun in the process, please review your conference experiences much as Julia Child or Craig Claiborne might.

1. Circle the appropriate response. To date, the conference has met your expectations:

   Not at all Well Somewhat Well Well Very Well

2. Using a 4-star scale, assign a rating to each of the sessions in terms of their usefulness to you:

   * = Disaster
   ** = Acceptable
   *** = Good
   **** = Dynamite

Monday		Tuesday		Wednesday	
Session	Rating	Session	Rating	Session	Rating
AM Plenary		AM Project Meeting		AM Project Meeting I	
AM Project Meeting		AM Team Meeting		AM Project Meeting II	
PM Team Meeting		PM Plenary			
PM Linking					

3. From the above list:

   A. Circle the single session that has been most beneficial to you
   B. Underline the session that has been least beneficial for you.

4. Are there any changes or additions that you feel should be made in the remaining conference activities?

   _____ yes _____ no. If yes, what?

5. Other comments:

FERA
Formative Evaluation Research Associates

1130 Hill St.
Ann Arbor, Mich. 48104
Phone: 313-994-9060

Richard Heydinger
John Seeley
Margaret Talburtt

February 24, 1977

Dear

In welcoming you to this conference we also have a favor to request. As part of our evaluation effort, we are asking nine people to keep a journal cataloging their experiences and reactions to the week. In the enclosed journal we have posed a number of broad questions. We hope that you can find fifteen minutes on Tuesday and Thursday to detail your answers in the journal. Any other comments or insights you would like to make are certainly welcome.

Your notes are confidential and will be reviewed only by FERA. Your candor will help us understand the conference in depth. The journal may serve your purposes as a place to record important thoughts. Therefore, we plan to copy the journal and send you the original approximately one week after the conference.

Our purposes in this evaluation are straightforward -- to trace the conference's effects, to analyze the processes of the conference, and to improve the future conference based on experiences here. Our evaluation philosophy is formative. We seek to shape the future based on research information from past experience.

If you feel you will not have the time to maintain a journal, please return the journal to my mailbox ( ) as soon as possible. We certainly respect your decision. This request does move beyond the commitment you made to evaluation. Hopefully, you will choose to participate. If so, please return the enclosed card so we know we can count on you. Before leaving on Friday, please leave the journal in my mailbox ( ).

We sincerely thank you for your assistance, time, and thought. Have an enjoyable and profitable week.

With appreciation,

John A. Seeley
Associate

Margaret A. Talburtt
Associate

FERA

TUESDAY

Two highlights of the last two days have been...

I'm pleased that...

I'm disappointed that...

Over the last couple of days my energy level has...

Other comments...

As a team we've discovered...

because...

At this point I'm wondering...

As a team we've discovered...

because...

At this point I'm wondering...

FERA

THURSDAY

Two highlights of the last two days have been...

I'm pleased that...

I'm disappointed that...

Over the last couple of days my energy level has...

Other comments...

Formative Evaluation Research Associates

1130 Hill St.
Ann Arbor, Mich. 48104
Phone: 313-994-9060

Richard Heydinger
John Seeley
Margaret Talburtt

AAHE "NEW DIRECTIONS IN THE HUMANITIES" CONFERENCE

Faculty Evaluation

Your assessment of the conference will be extremely valuable in understanding its impact and in improving future conferences. Your responses are confidential.

Please return the questionnaire as soon as possible. We hope to capture your immediate reactions and use the information to plan the next conference and to better understand the conference's processes and results.

ID #_____
This number is for analysis and follow-up purposes only.

1. To begin, did this conference meet your expectations? (Check one)

Not at all well	Somewhat well	Well	Very well
☐	☐	☐	☐

2. Please describe the impact of the conference on you personally.

3. How well do you feel the expectations of your team were served? (Check one)

Not at all well	Somewhat well	Well	Very well
☐	☐	☐	☐

4. We're interested in the progress you feel your team members made on the issue that brought them to the conference. Please describe their progress over the week.

5. To what do you attribute their progress or lack of progress?

6. Please describe your consultant role and how it may have changed over the week.

7. What are the most important skills or qualities that you feel a good consultant needs?

8. How satisfied were you with your project presentations? (Please check one response and comment below.)

Very satisfied	Satisfied	Somewhat satisfied	Not at all satisfied
☐	☐	☐	☐

Why?

9. What tips would you pass along to future project presentors?

1.

2.

3.

10. What tips would you pass along to future team consultants?

1.

2.

3.

11. Please check the appropriate place on the scale.

For me, this conference was:

Too unstructured	___ ___ ___ ___ ___	Too structured
Well organized	___ ___ ___ ___ ___	Not well organized
Enjoyable	___ ___ ___ ___ ___	Unenjoyable
Stimulating	___ ___ ___ ___ ___	Boring
Exhausting	___ ___ ___ ___ ___	Not exhausting
Very useful	___ ___ ___ ___ ___	Not at all useful
Confusing	___ ___ ___ ___ ___	Clarifying
Emotionally turbulent	___ ___ ___ ___ ___	Emotionally settling
Too long	___ ___ ___ ___ ___	Too short

12. Reflecting on the whole conference, what are its major:

STRENGTHS

1.

2.

WEAKNESSES

1.

2.

13. If you attended the first planning meeting in St. Petersburg (1/28/77), what improvements or changes if any would you make in it?

1.

2.

14. What improvements or changes, if any, would you make in the faculty planning period immediately preceeding the conference (2/26-2/27)?

1.

2.

15. If there was information you would have liked before the conference, but didn't receive, please identify it below.

16. Should the information from FERA for project presentors and consultants be sent again? _____ yes _____ no. What improvements would enhance the utility of this information?

1.

2.

17. What improvements or changes would you recommend for future conferences?

1.

2.

3.

THANKS ONCE AGAIN FOR PARTICIPATING IN THE EVALUATION.

AAHE "NEW DIRECTIONS IN THE HUMANITIES" CONFERENCE

Evaluation Questionnaire

Formative Evaluation Research Associates

Formative Evaluation Research Associates (FERA) was hired by the American Association for Higher Education to evaluate its "New Directions in the Humanities" Conference. The purposes of this evaluation are to determine the impact of the conference and to explain why these results occurred. Our findings will assist AAHE in improving the next conference.

Your responses are confidential. Names will not be linked with individual answers. The planning session for the next conference is April 1. In order to use your suggestions for conference improvement, we need to have your questionnaire returned almost immediately. The questionnaire should take approximately 30 minutes to complete. A business reply envelope is enclosed for your use. Thank you for your time and opinions.

FERA, Inc. 1130 Hill Street, Ann Arbor, Michigan 48104 (313) 994-9060

"NEW DIRECTIONS IN THE HUMANITIES"

ID# _____

These questions solicit your reactions to specific sections of the conference, your overall reactions, your perceptions of what you gained from the conference, and your suggestions for improving future conferences. Some questions call for an answer on a response scale, others are open-ended.

SPECIFIC CONFERENCE REACTIONS

1. Please indicate how useful each session was for you by circling the appropriate number and, if you wish, explain why you feel the way you do. If you rate a session 5 or 1, your explanation would be especially valuable.

	Session	Usefulness					Comment
MONDAY		Extremely				Not at all	
8:30	Plenary	5	4	3	2	1	_____
10:30	Projects	5	4	3	2	1	_____
1:00	Free Time	5	4	3	2	1	_____
3:00	Team	5	4	3	2	1	_____
7:30	Linking	5	4	3	2	1	_____
TUESDAY							
8:30	Projects	5	4	3	2	1	_____
10:30	Projects	5	4	3	2	1	_____

Session		Usefulness					Comment
TUESDAY (continued)		Extremely				Not at all	
1:00	Free Time	5	4	3	2	1	
3:00	Teams	5	4	3	2	1	
5:30	Dinner Cruise	5	4	3	2	1	
WEDNESDAY							
8:30	Projects	5	4	3	2	1	
10:30	Teams	5	4	3	2	1	
1:00	Free Time	5	4	3	2	1	
7:30	Plenary	5	4	3	2	1	
8:00	Linking	5	4	3	2	1	
THURSDAY							
8:30	Projects	5	4	3	2	1	
10:30	Projects	5	4	3	2	1	

	Session	Usefulness					Comment
THURSDAY	(continued)	Extremely				Not at all	
1:00	Free Time	5	4	3	2	1	
3:00	Teams	5	4	3	2	1	
7:30	Plenary	5	4	3	2	1	
FRIDAY							
8:30	Teams	5	4	3	2	1	
10:30	Plenary	5	4	3	2	1	

2. Please indicate your reaction to the length of the various conference sessions by circling the appropriate response.

Session Types	Too Short	Just Right	Too Long
Plenary	TS	JR	TL
Project Presentations	TS	JR	TL
Free Time	TS	JR	TL
Team Meetings	TS	JR	TL
Linking Sessions	TS	JR	TL

3. What was your reaction to the number of session types? (Please circle one for each type.)

Session Types	Too Few	Just Right	Too Many
Plenary	TF	JR	TM
Project Presentations	TF	JR	TM
Free Time	TF	JR	TM
Team Meetings	TF	JR	TM
Linking Sessions	TF	JR	TM

4. Which two project presentations were the most useful to you? (Give title or schools.)

1. _____

Why? (Please comment on content and/or mode of presentation.) _____

_____

_____

2. _____

Why? (Please comment on content and/or mode of presentation.) _____

_____

_____

GENERAL CONFERENCE REACTIONS

5. Please check (✓) the appropriate point on the scale.

This conference was:

Too unstructured	__	__	__	__	__	Too structured
Well organized	__	__	__	__	__	Not well organized
Enjoyable	__	__	__	__	__	Unenjoyable
Challenging	__	__	__	__	__	Boring
Exhausting	__	__	__	__	__	Not exhausting
Very useful	__	__	__	__	__	Not at all useful
Confusing	__	__	__	__	__	Clarifying
Too long	__	__	__	__	__	Too short
Emotionally turbulent	__	__	__	__	__	Emotionally settling

6. Informal time spent with conference participants is a part of any conference. How satisfied were you with this dimension of the conference?

____ Very ____ Somewhat ____ Not too ____ Not at all

7. Do you think the amount of informal time scheduled was... (check one)

____ Too short ____ Just right ____ Too long

REACTIONS TO TEAM ACTIVITIES

8. How much had your team worked together in a formal capacity prior to the conference (including preparation for the conference)? Check one.

____ A lot ____ Somewhat ____ Not very much ____ Not at all

9. To what extent do you and your team members share common goals for your institution?

____ A lot ____ Somewhat ____ Not very much ____ Not at all

10. Prior to the conference, to what extent did your team agree upon the specific goals for attending the conference?

____ A lot ____ Somewhat ____ Not very much ____ Not at all

11. In general, how satisfied were you with the way your team worked together during the conference week?

____ Very satisfied ____ Somewhat satisfied ____ Somewhat dissatisfied ____ Very dissatisfied

What tips would you offer future team members on successfully working together?

_____

_____

_____

12. You spent a considerable amount of your time in team meetings (approximately 9 hours). Please indicate the approximate percentage of time you spent on the following activities:

Interacting with consultant as leader in our deliberations	_____ % of time
Interacting with consultant as a full participant in our deliberations	_____ % of time
Interacting primarily with team members but with the consultant present	_____ % of time
Interacting with team members in the absence of a consultant	_____ % of time
Interacting with other consultants	_____ % of time
Interacting with other teams or team members	_____ % of time
Working by myself	_____ % of time
Other _____	
_____	_____ % of time
TOTAL:	100 % of time

13. Did you work with more than one consultant? ____ No ____ Yes. If yes, why?

_____

_____

14. How useful was your consultant?

____ Very ____ Somewhat ____ Not too ____ Not at all

Why? _____

_____

CONFERENCE ACCOMPLISHMENTS

15. Many things may result from attending conferences. We have listed some of them below.

There are two parts to this question.

(1) First, on the left please check (✓) those things you hoped to gain through conference participation.

(2) Second, on the right please indicate the extent to which you gained them, regardless of your pre-conference intentions.

✓	PURPOSES	A great deal	Quite a bit	Some	Not too much	Not at all
	New information on humanities teaching/learning					
	New contacts					
	Support for what I'm doing					
	Constructive critique of what I'm doing					
	Valuable information on content issues in the humanities					
	Understanding of NEH funding guidelines and procedures					
	Information on the NEH funded projects represented at the conference					
	Awareness that NEH funding may be relevant for my personal or institutional needs					
	Confidence in applying to NEH as a source of funds					
	Clarification of my institutional problem					
	Valuable suggestions for how to proceed at my institution					
	A sense of shared responsibility for action among team members					
	Esprit with other humanists involved in curricular change					
	Other _____ _____					

(Before going on to the next page, please make sure you have completed both parts of item #15.)

16. Reflect for a moment on the number and kind of contacts you made at the conference. How many do you think you will actually pursue in the next six months? (Please check one.)

_____ 10 or more _____ 9 to 4 _____ 3 to 1 _____ none

17. Does one source of conference information or one conference activity stand out as a major catalyst for your accomplishments? ___No ___Yes
If yes, which one? _____

_____

18. Regarding the problem or concern your team brought to the conference, to what extent were your own expectations for dealing with this problem or concern fulfilled by attending the conference?

___ Much more than I expected

___ More than I expected

___ As much as I expected

___ A little less than I expected

___ Much less than I expected

19. How satisfied were you with the progress your team made in understanding the problem and its possible solutions?

____ Very satisfied ____ Somewhat satisfied ____ Somewhat dissatisfied ____ Very dissatisfied

Why? _____

_____

20. Did your team leave the conference with a definite plan of action or next steps for when you returned home? ___No ___Yes If yes, was it written? ___No ___Yes

21. As an individual, what goals do you have for applying the results of the conference on your campus? _____

_____

22. Does your team have any goals for changes on your campus as a result of the conference? ___No ___Yes If yes, what are they? (Please be as specific as possible.) _____

_____

_____

23. What role do you see for yourself as part of the team in achieving these goals? _____

_____

_____

24. What resources are most important in assisting your team to achieve these goals? _____

_____

_____

SUMMARY REFLECTIONS ON THE CONFERENCE

25. What were the two major strengths of the conference?

1.

2.

26. What were the two major weaknesses of the conference?

1.

2.

27. What two suggestions would you make for the improvement of future conferences?

1.

2.

28. If this conference was lacking anything, what was it? _____

_____

_____

29. Generally, how satisfied were you with this conference?

_____Very _____Somewhat _____Not too _____Not at all

30. We realize that you have only been back on your campus for a few days. However, we wonder whether attending the conference was worth the week's time you were away from your other work.

_____The conference was definitely worth the time.

_____I suppose it was worth the time.

_____It was not worth the time.

_____I'm not sure yet whether it was worth the time.

31. How has your commitment to act on the problem or concern which brought you to the conference changed?

_____Increased substantially

_____Increased somewhat

_____Stayed the same

_____Decreased somewhat

_____Decreased substantially

This questionnaire has sought your specific reactions to the conference and its results for you. If you feel so inclined, please express below in your own narrative the impact the conference had on you.

OVER, PLEASE

AAHE is interested in developing another conference series next year for those interested in strengthening the teaching of the humanities at the post-secondary level. If you have suggestions for program content or program format, please describe them below.

Thank you very much for your time and thoughts. We plan to contact you later this spring to trace the results of this conference.

AAHE "NEW DIRECTIONS IN THE HUMANITIES" CONFERENCE

EVALUATION QUESTIONNAIRE

Formative Evaluation Research Associates (FERA) was hired by the American Association for Higher Education to evaluate its "New Directions in the Humanities" conference. The purposes of this evaluation are to determine the impact of the conference and to explain why these results occurred. Our findings will assist AAHE and other organizations in improving this conference approach.

Your responses are confidential. Names will not be linked with individual answers. The questionnaire should take approximately 30 minutes to complete. A business reply envelope is enclosed for your use. We recognize this is a busy period in the academic calendar and hope you will respond as soon as possible. Your early comments are crucial for the successful and punctual completion of our evaluation responsibilities.

FERA, Inc. 1130 Hill Street Ann Arbor, MI 48104 (313)994-9060

"NEW DIRECTIONS IN THE HUMANITIES"

These questions solicit information on the progress your team has made on the issue which brought you to the conference. We also seek your retrospective assessment of your conference experiences. Some questions call for an answer on a response scale; others are open-ended.

TEAM PROGRESS

1. We are interested in how your team's plans have evolved and what progress has been made on your campus regarding the issue which took you to the conference.

   Please describe briefly and chronologically your team's activities and accomplishments since the conference, e.g., what you have discussed and worked on together, to whom you have related your conference activities; from whom you have sought support, what short-term goals have been achieved, etc.

   Activities:

   Accomplishments:

2. How many times has your team met since the conference:

   a. alone (just the three or four of you)? _____

   b. with other faculty and administrators on your campus? _____

3. Regarding additional work on your institutional issue since the conference would you say

   a. your team has generally been

very	somewhat	not very	not at all
_____active	_____active	_____active	_____active

   b. you personally have generally been:

very	somewhat	not very	not at all
_____active	_____active	_____active	_____active

4. Team composition is an important consideration to assure successful development and implementation of goals. Considering the scope and content of your institutional issue, how appropriate do you think the composition of your team is for purposes of making progress on this issue?

very	somewhat	not very	not at all
_____appropriate	_____appropriate	_____appropriate	_____appropriate

Would you recommend any changes if the selection were to be done over again? _____No _____Yes If yes, please give the position of each person and explain why you would recommend him/her.

1) position:
   why recommended:

2) position:
   why recommended:

3) position:
   why recommended:

5. Since the conference, how has your own commitment to act on this issue changed?

increased	increased	stayed	decreased	decreased
____substantially	____somewhat	____the same	____somewhat	____substantial

6. Listed below are a number of conditions or activities which may have affected your team's progress since the conference. Please check how satisfied you are with each condition or activity as it relates to your progress to date.

How satisfied are you with:

	very satisfied	somewhat satisfied	somewhat dissatisfied	very dissatisfied
a. the amount of time available in your own schedule for working on this issue				
b. the clarity of each team member's responsibilities in continuing work on this issue				
c. the leadership of the team's activities since the conference				
d. the strategy used to gain exposure on campus for your team's activities at the conference				
e. the commitment of other team members to continue work on this issue				
f. the initiative team members have taken in pursuing your goals				
g. the influence team members have in persuading faculty to support continued efforts regarding this issue				
h. the clarity of next steps for achieving the goals you have set				
i. faculty receptivity to the ideas and plans your team has developed				
j. the amount of assistance from key administrators in paving the way toward achieving desired ends				
k. the amount of assistance from faculty involved in the issue				
l. other (please specify)				
m. other (please specify)				

7. The factors influencing team progress listed in question 6 are repeated below. Different factors are important in making progress in different institutions. Considering your own institution, please check how important each factor is in the progress made by your team since the conference.

How important is:	crucially important	very important	somewhat important	not very important	not at all important
a. the amount of time available in your own schedule for working on this issue					
b. the clarity of each team member's responsibilities in continuing work on this issue					
c. the leadership of the team's activities since the conference					
d. the strategy used to gain exposure on campus for your team's activities at the conference					
e. the commitment of other team members to continue work on this issue					
f. the initiative team members have taken in pursuing your goals					
g. the influence team members have in persuading faculty to support continued efforts regarding this issue					
h. the clarity of next steps for achieving the goals you have set					
i. faculty receptivity to the ideas and plans your team has developed					
j. the amount of assistance from key administrators in paving the way toward achieving desired ends					
k. the amount of assistance from faculty involved in the issue					
l. other (please specify)					
m. other (please specify)					

8. Since the conference, who has assumed the leadership in working on this issue? Please check one.

_____the original designated team leader

_____one of the other team members who attended the conference

_____a faculty member who did not attend the conference

_____an administrator who did not attend the conference

_____leadership is shared among team members

_____there is (are) no recognizable leader(s)

_____other (please specify):

9. What, if any, have been the three most significant obstacles or problems which have impaired your progress to date on the goals you established by the end of the conference?

1.

2.

3.

10. Given your team's post-conference expectations, how would you assess the amount of progress made since the conference?

____tremendous ____considerable ____some ____not much ____none

11. Do you think you will be able to accomplish all of your team's objectives given the financial assistance your institution is able to provide?

_____no (please continue to question 12)

_____yes (please skip question 12; continue to question 13)

12. Has your team submitted or do you plan to submit any type of grant proposal to NEH for support in further developing or implementing programs related to your institutional issue? _____No ___ Yes

a. If yes, what type of grant are you/will you be seeking?

b. If yes, approximately when do you plan to submit the proposal?

13. Has your team consultant contacted you since the conference? ___Yes ___No

    a. If yes, how many times have you been contacted? _____

    b. If yes, what was the nature of that contact:

    _____primarily social, a courtesy call

    _____primarily substantive, the consultant provided guidance in your work on this issue

14. How <u>useful</u> has that contact been?

    _____very _____somewhat _____not too _____not at all

15. Other than the team consultant, have you pursued any of the contacts you made at the conference? _____Yes (answer a and b) _____No (answer c)

    a. how many? _____

    b. in general, how useful have these contacts been:

    ____very ____somewhat ___not too ___not at all

    c. do you realistically think you will be contacting participants or conference faculty for assistance in your work

    (1.) on this issue? _____Yes _____No

    (2.) on any other institutional concern? _____Yes _____No

CONFERENCE ASSESSMENT

16. We are interested in understanding the more long-term effects of the conference, that is, how attending it has <u>uniquely</u> facilitated whatever progress your team has made back on campus. Following are several conference results which may have contributed to your team's progress. Please indicate first whether each was an outcome from the conference for you, and then indicate how important that learning has been in your progress since the conference.

16. (continued)

Possible conference results:

	Yes, I acquired this item.	No, I did not acquire this item.	It was crucially important to our progress.	It was very important.	It was somewhat important.	It was not too important.	It was not at all important.
a. new information on humanities teaching/learning							
b. valuable information on content issues in the humanities							
c. new contacts							
d. understanding of NEH funding guidelines and procedures							
e. information on the process and problems of innovation from the NEH-funded projects at the conference							
f. information on the NEH-funded projects represented at the conference							
g. awareness that NEH funding may be obtained or sought for my institution's needs							
h. confidence in applying to NEH as a funding source							
i. clarification of my institutional problem							
j. valuable suggestions for how to proceed at my institution							
k. a sense of shared responsibility for action among team members							
l. esprit with other humanists involved in curricular change							
m. a feeling of optimism that my institution can achieve the goals we set regarding this issue							
n. other (please specify)							

17. Thinking back on the value of the conference as a vehicle for gaining information and working on an institutional issue, which component would you say was more valuable to your team's progress? (Please check one.)

_____the problem-solving orientation, e.g., team meetings

_____the information-gathering orientation, e.g., project presentations, plenaries, informal contacts, etc.

_____both were equally valuable and effective

_____neither has been particularly valuable or effective for our team

Thinking about the overall value of your experience, if you could suggest one improvement for future conferences like this one, what would it be?

18. Does one of the conference projects stand out as a model you are adapting at your own institution?

_____yes. Which project? _____

_____no, we are drawing on many of the presentations

_____no, none of the projects presented is particularly relevant to our situation

19. Considering what you have gained from the conference and what effect your five-day absence from your daily activities on campus had, would you say the conference was worth the time? (Please check one.)

_____yes, very definitely

_____yes, I guess so

_____no, it wasn't worth the time

20. Given your institutional calendar, the issue which brought you to the conference, and the demands on your time:

a. what month of the year would be ideal for a conference such as "New Directions in the Humanities?" _____

b. how long should the conference be? _____ days

Thank you again for participating in our evaluation efforts. Please feel free to make any additional comments regarding your team's progress, your attitudes about the effectiveness of the conference, and/or the evaluation process on the next page of this questionnaire.

AAHE REGIONAL CONFERENCE

FOLLOW-UP INTERVIEW

CONFERENCE: _____ INTERVIEWEE: _____

INSTITUTION: _____ ID NUMBER: _____

POSITION: _____ Faculty _____ Administrator _____ Team Leader

CONTACT AT: _____ Office _____ Home

INTRODUCTION

Hello. My name is _____ and I am calling from FERA in Ann Arbor, Michigan, as part of the evaluation of the AAHE/NEH "New Directions in the Humanities" Conference. I would like to talk with you for about 20 minutes regarding the results of the conference for you and your institution. Do you have time now? _____Yes _____No (If no, arrange a time and date.

_____)

(If yes,) Great! The questions I have concern your activities at _____(institution)_____ which resulted from the conference. I would also like to understand how your plans have progressed. Finally, we would like your retrospective assessment of the conference.

Please know that this interview is confidential. We are in no way checking up on you or your institution. Neither your name nor your institution's will ever be mentioned in any of our work. We simply seek to understand the usefulness and impact of this particular type of conference for people interested in developing humanistic programs or courses. Do you have any questions about the interview? (If yes, record them. If no, begin.)

1. Let me review what you indicated on the questionnaire you returned to us shortly after the conference. (Read responses to questions 21, 22, and 23.) Thinking back on what has occurred since (late January or early March), please describe what you have done as a result of the conference. Let's start back in January/March. What happened regarding this issue when you returned to the campus?

   PROBE: evolution of team, leadership, her/his role
   her/his motivation/commitment
   institutional forces for and against change
   evolution of plan or strategy for change, including
   goals: same or different and why

   TRANSCRIBE as much as possible, emphasize decisions, behavior, activity as well as attitudinal comment

2. Given what you expected to accomplish at the end of the conference, how would you rate your progress to date on a 5 point scale from tremendous progress at five to no progress at one? _____

3. Is what you currently have in mind for a program close to any of the programs at the conference? _____Yes _____No If yes, which one?

   _____

   Why did this program appeal to you?

4. What are your next steps regarding your plan?

5. Let's talk about the team that went to the conference. Have you met together since you returned? _____Yes _____No (If yes,) how many times? _____ When did these meetings take place? _____

About how many hours would you estimate you have spent together as a team since the conference? _____ Think in terms of a 5 point scale from very productive to not at all productive. How productive have these meetings been? _____ Why?

6. You indicated that you made some important contacts at the meeting. (Question 15.) Have you been in touch with these people? _____Yes _____No (If yes,) how many people have you been in touch with? _____ Were these contacts valuable? _____Very _____Somewhat ____Not too How about NEH, any contacts there? _____Yes _____No Do you plan any contact? _____Yes _____No (If yes,) do you plan to submit a grant proposal? _____Yes _____No (If yes,) what type?

_____

When? _____

Has your conference consultant been in touch with you? ___Yes ___No Thinking again in terms of a 5 point scale from very valuable to not at all valuable, how valuable has this contact been? _____ Why did you rate that contact a _____(#)_____ ?

7. We would like to shift now to your reflections on the conference. In retrospect, what dimension of the conference stands out as most worthwhile?

8. Was any part of the conference a waste of time? _____Yes _____No
(If yes,) which part?

9. Considering the amount of information or contacts from the conference you have used, would you say the conference was worth the time?
_____Yes _____No

10. Considering the conference aims of assisting your institution and disseminating other project learnings, would you suggest any changes for strengthening future conferences?

That completes the formal interview. You know what we are attempting to understand. Do you have any other comments which would be helpful to us?

Thank you very much for your time and thought. We will be preparing an abstract of our conference reports in June and will send you one when it is complete.

AAHE FOLLOW-UP SCALES

PROGRESS SCALE:

5 = tremendous 4 = considerable 3 = some 2 = not too much 1 = none

PRODUCTIVITY SCALE:

5 = very 4 = quite 3 = somewhat 2 = not too 1 = not at all

VALUABLE SCALE:

5 = very 4 = quite 3 = somewhat 2 = not too 1 = not at all